California Department of Education
Migrant Education District Service Agreement

2004-2005
(Year 3)

REGION (Number):_____

NAME OF DISTRICT:_____

General Information

Questions regarding the development and submission of this application should be directed to the designated Regional Office.

Upon completion of this district service agreement, submit the original and two copies to the Migrant Education Regional Office.

MIGRANT EDUCATION DISTRICT SERVICE AGREEMENT
Signature Page

(Please check all applicable boxes)

Regional Number:	District/Program Name:	Project Duration: From: July 1, 2004 - June 30, 2005
Contact Person:	Title:	Telephone:
Address:	City:	Zip: County:
Reimbursed District: **Regionally Funded:** **Reimbursed/ Regionally Funded:** (Combination of both)	[ ] Original Application [ ] Amendment *(changes total)* [ ] Revision *(no change in total)*	Regular School Year: $_____$ Summer /Intersession: $_____$ **Total Budget:** **$ _____** Do not included, *M.E.E.S.* budget

Certification: *I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, the information contained in this application is correct and complete; and that the 2004/2005 assurances are accepted as the basic conditions in the operation of this project/ program for local participation and assistance.*

District Superintendent or Designee: **Title:**   **Date:**

<u>**Budget information has been provided to:**</u>   **District Business Office:**   **Regional Business Office:**

Migrant Education District Parent Advisory Council (PAC): *The undersigned representative certifies that the parent advisory council has had active involvement in the planning, development and review of this application. (CA Ed. Code 54444.4 (4) NCLB Section 1304(c)(A).*

Signature of District Advisory Council President or Executive Board Officer shall sign application or designate Vice President or other Executive Officer. In the absence of officers, a majority (50% + 1 PAC membership) shall vote a designated signatory member. Documentation of vote must be provided along with the application.

PAC Signature: **Title:**   **Date:**

OPERATING AGENCY (MIGRANT EDUCATION) USE ONLY

Reviewed and Approved by:	Title:	Date:

Migrant Education Program
DISTRICT DEMOGRAPHIC PROFILE

ABC SCHOOL DISTRICT

	SCHOOL NAMES	SW	IIUSP	PI	K	1	2	3	4	5	6	7	8	9	10	11	12	UG	OSY	TOTALS
1																				0
2																				0
3																				0
4																				0
5																				0
6																				0
7																				0
8																				0
9																				0
10																				0
11																				0
12																				0
13																				0
14																				0
15																				0
16																				0
17																				0
18																				0
19																				0
20																				0
21																				0
22																				0
23																				0
24																				0
25	GRADE LEVEL TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DISTRICT MIGRANT EDUCATION PROGRAM

STAFFING PROFILE

Job Classification	Regular Term	% Migrant Funded	% Funded by Other Programs	Identify Other Programs	Multi Funded Record Keeping Process *(e.g., work logs, timesheets, etc.)*	Summer/Intersession
Administration (non-clerical)						
Teachers (certificated but not bilingual certified)						
Bilingual Teachers (certificated for Bilingual Instruction/ESL)						
Teachers Aide/Paraprofessional						
Support Services Staff (non-clerical)						
Support Services Staff (clerical)						
Recruiters						
Records Transfer						
Counselors						
Linker/Advocates						

District: _____

Results

1. Provide data regarding the number of migrant students assessed by grade level under conditions indicated. Regions utilizing the Migrant Education Regional Accountability System may submit an additional page with the Section 1 of the Accountability Report. **(NOTE: *LA IS LANGUAGE ARTS.)**

1. Grade Levels	2. Number of Migrant Students	3. Number of Migrant Students Assessed/CELDT					4. Migrant Students Assessed on CST Math					5. Migrant Students Assessed on CST Language Arts					6. Number of Migrant Students not meeting District standards			7. Identified Number of Migrant Students who meet the criteria Priority for Services
		B	EI	I	EA	A	FBB	BB	B	P	A	F BB	BB	B	P	A	Math	*LA	Reading	
K																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
UG																				

CELDT = California English Language Development Test   **B** = Beginning   **EI =** Early Intermediate   **I =** Intermediate   **EA =** Early Advanced A=Advanced
CST = California Standard Test   **FBB =** Far Below Basic   **BB =** Below Basic   **B =** Basic   **P** = Proficient   **A =** Advanced
Priority for Services = Provide the number of migrant students who meet Priority for Services criteria. Refer to the Guidance document.

Theme 1: Standards and Assessments

Summary

1. Describe the needs of migrant students not meeting standards by grade level and subject areas.   Use **all existing** data (e.g., CST, CELDT, district assessments), including data presented on pages 5-6 to explain how conclusions were reached. Provide information about other indicators, credit accrual, various health-related problems, attendance, mobility, or other achievement measures that were used to help identify students at risk.

Pre-K data analysis:

K-12 data analysis:

Number of High School Graduates from Previous Program Year compared to number of students potentially ready to graduate:

Out of School Youth data analysis:

2*.* Clearly state the process how the district will first determine which students will receive Priority for Services. In order to determine who meets the Priority for Services criteria, region/district must first determine which students are failing or most at risk of failing to meet state standards and who have moved within the year. If the region/district does not have state assessment data on a particular migrant child, it may use other relevant data information, like district assessments or other risk factors including but not limited to CELDT data, over-age for grade, credit deficient, health needs, and factors that inhibit their ability to do well in school. Refer to the Guidance document.

THEME 2: TEACHING AND LEARNING

Migrant Education Services

Year 3 (July 1, 2004 – June 30, 2005) Regular Year MEP Services					
2003-2004 Evaluation (Year 2)				Revisions for the 2004-2005 Plan (Year 3)	
2003-2004 Objectives	Met?		Accomplishments/Progress made/Need for change	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines
	Yes	No			

THEME 2: TEACHING AND LEARNING

Migrant Education Services

Year 3 (July 1, 2004 – June 30, 2005) Summer/Intersession MEP Services					
2003-2004 Evaluation (Year 2)				Revisions for the 2004-2005 Plan (Year 3)	
2003-2004 Objectives	Met?		Accomplishments/Progress made/Need for change	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines
	Yes	No			

THEME 3: PROFESSIONAL DEVELOPMENT

Year 3 (July 1, 2004 – June 30, 2005) Regular Year MEP Services					
2003-2004 Evaluation (Year 2)				Revisions for the 2004-2005 Plan (Year 3)	
2003-2004 Activities	Met?		Accomplishments/Progress made/Need for change	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines
	Yes	No			

THEME 4: LINKS AMONG SCHOOLS, FAMILIES, AND COMMUNITIES

Migrant Parent Involvement

	Year 3 (July 1, 2004 – June 30, 2005)				
2003-2004 Evaluation (Year 2)				Revisions for the 2004-2005 Plan (Year 3)	
2003-2004 Objectives	Met?		Accomplishments/Progress made/Need for Change	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines
	Yes	No			

THEME 4: LINKS AMONG SCHOOLS, FAMILIES, AND COMMUNITIES

Migrant Health & Support Service Activities

Year 3 (July 1, 2004 – June 30, 2005)				
2003-2004 Evaluation (Year 2)			**Revisions for the 2004-2005 Plan (Year 3)**	
2003-2004 Objectives	Met?	Accomplishments/Progress made/Need for Change	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines
	Yes | No			

THEME 5: IDENTIFICATION AND RECRUITMENT

Year 3 (July 1, 2004 – June 30, 2005)				
2003-2004 Evaluation (Year 2)			Revisions for the 2004-2005 Plan (Year 3)	
2003-2004 Objectives	Met? Yes	Met? No	Revised Objectives/New Objectives	Activities/Intended Participants/Timelines

THEME 5: FUNDING AND GOVERNANCE
Budget Development/Monitoring Expenses
Year 3 (July 1, 2004 – June 30, 2005)

Developing the District Migrant Education Budget: ***Describe the process used to develop the district Migrant Education budget including the coordination/communication and review by the parent advisory council, program and fiscal staff to ensure that the program activities are aligned with the budget and the availability of funds from other Federal, State, and local programs. The LEA must take into account the availability of other funds that a local operating agency may leverage to provide services to migrant children. The LEA may examine the funding levels of programs that the local operating agency conducts and that are available to migrant children, or evaluate the availability of other Federal, State, or local funds by collecting data on per-pupil expenditures. Alternatively, a LEA may consider this factor by collecting data on the programs and/or services that are available and offered to migrant children in a local operating agency.***

Amendments and Revisions: *Describe the process(es)and purpose(s) to revise and or amend the Migrant Education budget.   Include a description of the coordination/communication and review by the parent advisory council, program and fiscal staff to ensure that the program activities are aligned with the purpose of the amended/revised budget.*

Monitoring Schedule*: Describe how and when expenditures are monitored (e.g., weekly, monthly, etc.).*	Staff Name and Title Responsible for Monitoring Activities

Refer to the Guidance Document.

BUDGET PAGE
MIGRANT EDUCATION PROGRAM
Year 3 (July 1, 2004 – June 30, 2005)

The budget is required to be submitted on the ME-1/ME-3.

If you have any questions as to the appropriate format/content, consult (a) your regional director, (b) the updated MEP Fiscal Requirements Manual, and/or (c) the CDE fiscal consultant assigned to your region.

Refer to the Guidance Document.

Documentation of Coordination and Collaboration

Enter the names and corresponding information for the **individuals/stakeholders** (e.g., parents, administrators, teachers, other school personnel, community members, students, etc.) **involved** in the **planning, development, and review** of the district service agreement. In compliance with Ed. Code Section 54444.4, NCLB Title I/Part C, and Section 1304(b)(1)(C)(5)(c)B)(3)(A)(B), the collaboration reflected on this page should help ensure the availability of funds from other state and local programs. The LEA must take into account the availability of other funds that a local operating agency may leverage to provide services to migrant children. The LEA may examine the funding levels of programs that the local operating agency conducts and that are available to migrant children, or evaluate the availability of other Federal, State, or local funds by collecting data on per-pupil expenditures. Alternatively, a LEA may consider this factor by collecting data on the programs and/or services that are available and offered to migrant children in a local operating agency.

> **Parent Involvement:** *The Migrant Education Program also requires "appropriate consultation" with state and local-level PACs in the planning and operation of state and local programs and projects of one school year duration Ed. Code Section 54444.4 (1304(c)(3)), NCLB Title I/Part C.*

Name	Position/Title	Institution

STATUS OF DISTRICT STANDARDS AND ASSESSMENTS

Year 3 (July 1, 2004 – June 30, 2005)

Instructions: *Some of this information may be obtained from the LEAP, site plan, Consolidated Application, or other sources (Refer to the Guidance Document).*

What assessment tools or processes are being used by the district to measure students' performance relative to the standards? Also indicate if proficiency levels or benchmarks have been identified for students as being "at risk" or "below proficient." Where available, include assessments for three and four-year-olds, non-attending 18-22 year-olds, and for other content areas.

Grade Levels or Grade-level Groupings	Assessment Tools or Processes	Level indicating "at risk" or "below proficient"
Example: Grades 1	**Example:** Vocabulary Inventory in English and Spanish – Brigance Test Writing Sample	Below "35 on Vocabulary Inventory Below "3" on Writing Sample rubric Below "basic"
K-12 (List each grade level or grade level groupings)		
Out of School Youth		

District Migrant Education Parent Advisory Council
Year 3 (July 1, 2004 – June 30, 2005)

MEMBERSHIP ROSTER

District: _____

Date of last general election for membership
in District Migrant Parent Advisory Council: _____

> At least two thirds (2/3) of the members of the Parent Advisory Council shall be parents of migrant children.   Ed. Code 54444.2(a)(1)

Membership Categories:

MP = Migrant Parent	**S** = Student	**CM** = Community Member	**SPAC** = State PAC representative
T = Teacher	**A** = Administrator	**OSP** = Other School Personnel	

Typed or Printed Name of All Council Members	Membership Category (See categories above, check one)							Indicate whether this person is an officer by entering the name of the office held.
	*MP	SPAC	S	CM	T	A	OSP	
								President
								Vice President
Totals								

Parents of migrant students with a current COE.

Note: Signature of District Advisory Council President or Executive Board Officer shall sign application or designate Vice President or other Executive Officer. In the absence of officers, a majority (50% + 1 PAC membership) shall vote a designated signatory member. Documentation of vote must be provided along with the application.